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ABSTRACT

The project of faculty development program evaluation, developed by the Center for the Study of Higher Education of the University of Michigan, is described. Project thrusts were: to develop assessment instruments for judging the success of faculty development programs; to provide formative and summative evaluation for the programs of the 24 participating institutions; and to explore the effectiveness of a number of strategies aimed at faculty growth in a variety of institutional settings. After a literature search on potential goals of the faculty development program, experts rated item and suggested criteria for evaluating whether particular goals had been reached. Site visits and case studies of the faculty development programs at the 24 schools were undertaken, along with the design and administration of seven survey instruments. There were four principal surveys (on the faculty role, on teaching, on scholarship, and on program evaluation), plus a demographic sheet, and two secondary surveys (faculty viewing students, and administrators defining scholarly activity for their faculty). Among the findings are the following: faculty apparently have a highly internal set of criteria for judging their classroom performance which is supported by personal experience with students and is relatively free from colleagues' and supervisors' opinions; the professor's task is to transmit knowledge and skill to able people who agree with the teacher's goals; most faculty will lecture regardless of the course size or level; improving teaching in the classroom was the faculty's leading desire, followed by the desire to improve interpersonal skills. Sample survey forms are appended. (SW)

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PROJECT FOR FACULTY DEVELOPMENT

PROGRAM EVALUATION:

FINAL REPORT

by

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Center for the Study of Higher Education
School of Education
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Ann Arbor, Michigan

June, 1980

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TABLE OF CONTENTS

I. Overview of Project for Faculty Development Program Evaluation

II. Project Design

III. Findings

IV. Conclusions

Bibliography

Appendices

A. Faculty Development Goals

B. Cover Letter to Faculty

C. Faculty Roles and Careers Questionnaire

D. Faculty Attitudes Towards Instruction and Teaching Practices Questionnaire

E. Faculty Scholarship Questionnaire

F. Program Assessment Questionnaire

G. Personal Information Sheet

I. Overview of Project for Faculty Development Program Evaluation

The antecedents of faculty development activities, familiar to the higher education community of the 1970's, reach back to the last quarter of the nineteenth century.

Sabbatical leave programs, American higher education's traditional means of fostering faculty professional development, were begun at Harvard University in 1880 Eells and Hollis, 1962). By the mid-1880's Cornell and Wellesley had followed suit. Seven more colleges and universities had begun leave programs by the end of the century. During the first two decades of the twentieth century at least 40 more colleges and universities inaugurated such programs and by 1970 the majority of all universities and four-year colleges offered their faculty such regular opportunities for professional development.

From the start, however, colleges described sabbaticals as investments in the future of the institution and as means of improving the services the college could offer students rather than as opportunities meant primarily to enhance the professional skills of the faculty member.

Contemporary faculty development has more immediate antecedents in the 1950's. In addition to sabbaticals, travel money for faculty attendance at professional meetings, release time to complete higher degrees, faculty retreats, and programs designed to encourage faculty to publish have been long-standing practices in institutions (Sikes and Barrett, 1976, p. 1). Then the rumble of change began in the 1950's in a very few colleges with early efforts at student evaluations of their professors.

Centra (1976) reports that a 1960 survey of 214 southern colleges by Miller and Wilson found only a few one-shot faculty development programs designed to orient new faculty. There appeared to the authors to be very few well articulated, comprehensive programs at the time. By the mid-1960's, a

few programs aimed at instructional development had appeared, but it remained for the 1970's to see the coordination of traditional and newly conceived faculty development activities that were designed to make college teaching more successful and satisfying for all involved (Sikes and Barrett, 1976, p. 1).

In the early 1970's faculty development seemed to sweep the country (Lindquist, 1978). Two national conferences, the beginnings of national networks of practitioners and experts, were held then; one at Kansas State University and another at the University of Massachusetts (Longman, 1978, p. 25). By 1974 the Council for the Advancement of Small Colleges had recognized the potential impact of the faculty development movement and had launched a program to provide facilitators to over 40 institutions to assist them in developing programs (Longman, 1978, p. 25). Also in 1974, Change Magazine published a position paper, Faculty Development in a Time of Retrenchment, by the group for human development in higher education which, according to Lindquist (1978), inspired a humanistic wave in the faculty development movement, one calling for assistance to professors to develop as persons in a humane environment.

John Centra's 1975 survey of 2,600 colleges prompted a response from 1,783. Close to 60 percent of the respondents, 1,044, or almost half of all institutions, claimed to have faculty development programs of some type, evidence of the extent to which the movement had developed. By 1978 the concept had become an umbrella term to incorporate a wide range of activities aimed at instructional, personal, and organizational development.

The U-M Fipse Project Design

The project for faculty development program evaluation was undertaken by the Center for the Study of Higher Education at the University of Michigan with the assistance of a grant from the Fund for the Improvement of Postsecondary

Education in the Fall of 1978.

The project included three major thrusts: (1) to develop assessment instruments for judging the success of faculty development programs; (2) to provide formative and summative evaluation for the programs of the 24 participating institutions; and (3) to explore the effectiveness of a number of strategies aimed at faculty growth in a variety of institutional settings.

The work included three phases: (I) exploring the field, (II) evaluating activities, and (III) inferring the effectiveness of programs from that evaluation. (See Figure A). The first phase, completed between October, 1978 and May, 1979, began with a review of the literature on faculty development. One of the focuses of the literature search was program goals. A selection of student centered, institutional, instructional improvement, personal and professional, and research goals were gleaned from the literature. In November an instrument containing a jumbled list of 50 goals was mailed to 56 selected experts (either practitioners or writers) across the country. Thirty-four responded by rating the items and suggesting criteria by which administrators might judge whether or not particular goals had been reached. The goals which received highest ratings by the expert respondents are displayed in Figure B. Instructional improvement goals were the clear priority of experts in the field. It is interesting to note that, for this group of faculty development experts, little concern is expressed for other aspects of the faculty professional life.

Step two, the selecting of 24 institutions suitable for the study was made according to Centra's (1976) factor analysis classification of programs. Centra's four classes of programs--high faculty involvement, instructional assistance practices, traditional practices, and emphasis on assessment--were used to construct a grid matrix with community colleges, four-year colleges, and universities.

Figure A. Project Design: Overview

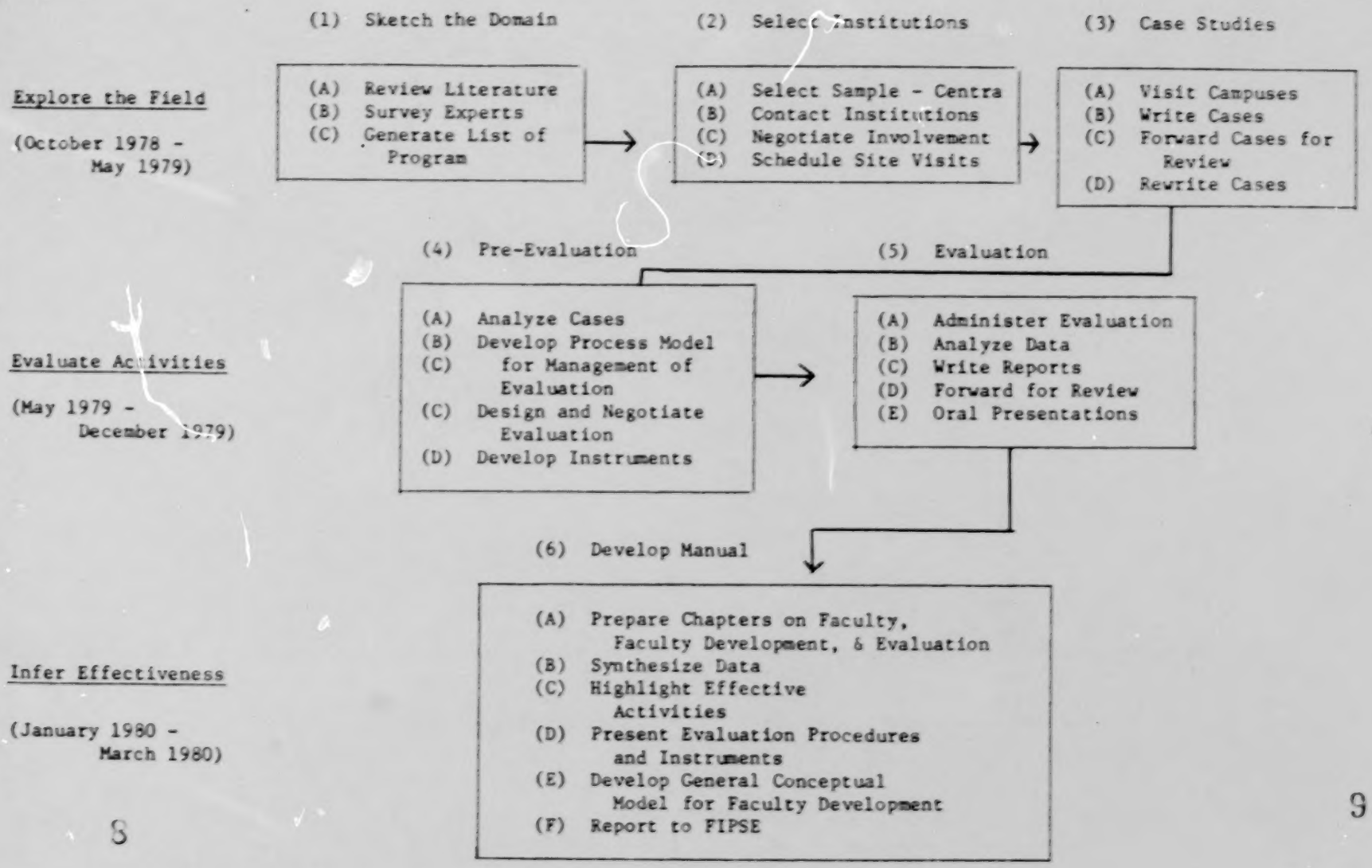

Figure B. Expert-Choices of Goals

Highest

Item No.*	Mean**	
11.	(4.500)	To create a climate in which the attainment of effective teaching is an ongoing concern.
38.	(4.412)	To increase the faculty's skills in instruction, for example, communication, use of technology, ...
1.	(4.294)	To increase faculty responsiveness to student needs by the adaptation of their courses, ...
10.	(4.206)	To increase the faculty's knowledge about the teaching-learning process.
25.	(4.049)	To increase the faculty's repertoire of teaching methods, through exposure to a variety of approaches ...

Lowest

31.	(1.471)	To improve faculty professional consulting skills.
3.	(2.029)	To generate research on faculty development.
17.	(2.147)	To initiate a periodic review of the performance of all faculty members.
7.	(2.176)	To facilitate a faculty member's ability to participate in institutional decision-making.
35.	(2.235)	To improve faculty research and scholarship skills.

*(Complete listing of goals in Appendix A.)

**On a 5.00 (high) scale of importance.

An initial, but unsuccessful, attempt was made to find two institutions for each cell. A literature search identified programs which varied across Centra's classification. In addition, administrators in several states having large community college systems were contacted to identify those colleges in their states with the most successful faculty development programs. A survey was then sent in November to identified institutions to solicit information describing their programs. From these, twenty-four were invited to participate in the study. Negotiations were made with presidents and faculty development directors, and a schedule of site visits was set up for December, 1978 - March, 1979.

Step three, the writing of case studies, began with site visits to each campus. Faculty development directors sent information such as brochures, requests for funding, annual reports, and college catalogues for review before each visit. An interview schedule was used with persons on each campus concerned with faculty development activities (deans, presidents, faculty development directors, committee members, and faculty who both favored and were critical of programs).

After each visit, a description of the program was written to include information on the institutional setting, origin of the faculty development program, goals of program, organization of program, budget, program changes, and a preliminary qualitative assessment. The case descriptions were sent to the faculty development directors for their review and suggestions for modification. Cases were then revised to include any corrections or suggestions. The cases were completed by June, 1979.

During May, 1979 to December, 1979 phase II of the study was completed. Each case study was analyzed. On the basis of information resulting from these analyses, a process model for management of the evaluation was developed. (This model will be covered in the section to follow.)

Phase III consisted of the design and administration of a set of survey instruments. There were seven in all -- four principal ones (on the faculty role, on teaching, on scholarship, and on program evaluation) -- plus a demographic sheet -- and two secondary ones (faculty viewing students and administrators defining scholarly activity for their faculty). These were administered to faculty from each institutional type, modified, critiqued by national experts in the field, and eventually mailed in various combinations to random stratified samples of faculty so as to maximize the mix of responses, provide for adequate numbers for analysis, and minimize the time imposition on faculty.

The returns are displayed below. As can be seen, there is a variety in the response rate -- from marginal to extraordinarily large.

RESPONSE RATES*

	CC	LAC-A	LAC-B	U-A	U-B	Overall
N	460	146	425	339	427	1797
Average (%)	45	65	62	45	40	48
Range (%)	38-84	51-90	61-72	39-56	32-44	32-90

These percentage returns call for brief comment. First of all, since at almost every institution there were different combinations of instruments sent to different faculty, it is not possible to talk about a single response rate from an institution. Actually there were several from each. What is expressed here is essentially the "average" return.

Second, in most cases, follow-up letters were sent to initial non-respondents. However, no extensive pressure was exerted by us to try and increase the response rate. For example, the representative on the campus never entered into this

*See Figure C for college and university abbreviations and typology.

FIGURE C. INSTITUTIONAL ABBREVIATIONS

CC: Community/Junior Colleges; Private and Public

LAC: Liberal Arts Colleges; All are private/residential/ B.A. or B.S. degree

U: Universities; Private and Public

The A and B essentially follow The Carnegie Commission Classification (1976).

"B" tends to mean more selective (and "A" less selective) with regard to student ability in the case of the LACs. This is also true with respect to the Us. In the case of the Us, an "A" most often collects the regional universities which have few if any doctoral programs. The "B's" tend to be research oriented universities.

process. No one made phone calls from the campus or from Ann Arbor. In brief, we were more concerned about getting an adequate number of respondents so that we could provide each college with an analysis than we were of achieving a particular percentage response.

Naturally, we are concerned about the representativeness of the population who responded and about the reliability and validity of the instrument. Regarding these matters, the following remarks are relevant.

In taking a random sample of early and late respondents, matched in numbers of cases for each institution, there was no significant difference between the two groups on any of the tested demographic variables -- age, rank, sex, highest degree, and academic discipline. The F tests produced probability values between .75 and .85. In short, those who were the last respondents to a second follow-up were no different in their basic backgrounds from those who answered the first request. Consequently it can be argued that those who did not respond are not likely to be different from those whose data are reported. This, then, is a representative group of people. The findings can be expected to be typical of the faculty as a whole.

As for the reliability of the instruments a test/retest method was employed. Sixty of each of the instruments were sent to original respondents randomly selected across the institutions. Inter-item coefficients of stability (using the Pearson product-moment correlations) were run for each instrument. Items not obtaining a coefficient of stability ($<.05$) were then manipulated using a nonparametric test (r pair) that analyzes the before and after response of each individual on the item. This computer analysis also provides a parametric test of significance indicating whether the change in the distribution was significant, i.e., did respondents change their opinions vs. a change in degree of strength.

Questionnaire A (Faculty Role)

The overall response rate was 48.3%. The coefficients of stability ranged from .01 to .93. Twenty percent of the items required further analysis using the r pair test. There was no significant change in distribution on these items.

Questionnaire B (Teaching)

The overall response rate was 60%. The coefficients of stability ranged from .19 to .90. Only four of the items (3.7%) were not significantly related. The r pair test indicated no significant change on these items.

Questionnaire C (Scholarship)

The overall response rate was 43.3%. The range of the coefficients of stability was from .02 to 1.00 with 17.8 percent of the items requiring further analysis. The degree of change was not significant on these items.

Questionnaire D (Program Assessment)

The overall response rate was 52% and the coefficients of stability ranged from -.33 to 1.00. This questionnaire had a number of yes/no responses causing a number of items to not be significantly related. Over forty percent (40.9) of the items needed to be analyzed further. Only one item had a significant degree of change with respondents moving to a higher level of agreement.

While on an item by item basis there were some that did not discriminate, as can be seen by the reliability coefficients, these are dependable instruments. The stability of the results are assured, at least over the short run.

As a validity check, vita were collected from a random sample of faculty. These were coded for publications, age, and sex and correlated with their self-reported data on the demographic questionnaire. This becomes a measure of validity. The coefficients were .95 on sex, .87 on age, .65 on books published,

and .42 on articles written. (The last is on the low side and results more from differences of what constitutes a published scholarly article than from dishonesty in self-reporting.)

In summary, the data are from a representative group of your faculty. They have responded to our instruments in a truthful and dependable manner. The reader can have confidence in what is reported.

II. Project Design

Undertaking an evaluation study of as broad-aimed a set of programs as the faculty development programs of the 24 institutions in this project presents unique and challenging problems. Concern for satisfying both the needs of each of the participating institutions as well as answering the questions of the higher education community regarding faculty development necessitated the use of an elaborate and flexible evaluation model.

Efforts to arrive at a precise definition of the term 'program evaluation' are replete in the literature. Here, we simply offer several broad observations about the task of evaluating programs which guided and undergirded this particular project.

First, program evaluation is a process rather than a procedure. It deals with the formation of judgments about programs using criteria or standards of comparison and descriptions of what occurred and resulted in the program. Additionally, it involves the use of information in comparing alternatives in reaching program decisions.

Second, program evaluation is more than examining the attainment of objectives. Program objectives are not to be ignored, but it must be recognized that often due to the complexities which exist in most programming situations, programs are likely to produce unanticipated results. Sometimes the positive or negative effects of these unforeseen results are as important -- occasionally even more important -- than the original objectives.

Third, an evaluation which concentrates on the overall effectiveness of a program must be concerned not only with results in terms of behavioral changes in people but also with the proportion of the potential clientele that is reached, the extent to which the program deals with perceived and continued need, and the care with which resources are utilized.

Fourth, blending statistical and descriptive techniques can produce an evaluation design which reinforces the strengths and to some extent alleviates the weaknesses of either approach used alone. Statistical measures provide a concreteness to the research not available from other techniques. Descriptive evaluation, on the other hand, permits the expression of different weights of importance to components of a program.

Fifth, and finally, regardless of what methodology is utilized, the primary interest in program evaluation is not to arrive at certain findings, as in pure science, but rather to make judgments about the value of a technique, process, activity, or program. The end product of an evaluation should be both a series of statements about the desirability and worthwhileness of a program activity, and sufficient information to allow program planners to redirect the program in more effective ways. As will become evident, this later consideration has been a major concern of this project.

Figure D displays the evaluation model utilized in this project. Briefly the evaluation design builds on a standard five-stage planning model. Each stage in the planning cycle has a concurrent evaluation component with its own unique focus and purpose. Ideally the tasks and products of each planning stage should be identified and evaluated before moving on to the next stage. However, the realities of doing both an external and ex post facto evaluation do not permit this formative involvement, nor are most programs planned in this intentional fashion. Yet important data accompany each of the stages in the planning/evaluation process, and for this reason an effort was made to recreate the needed data base, for example, the heavy emphasis in the project of uncovering faculty members'

Figure D. Planning and Evaluation Model

PLANNING CYCLE	PROBLEM IDENTIFICATION			PROBLEM SOLUTION		
	TASKS	Assess Needs	Determine Solution Requirements	Select Solution Strategy	Implement Program Activities	Evaluate
	OUTCOMES	Identification of Problem	Alternative Program Plans	Program Rationale	Actual Program	Evaluation Design
		Development of Goals	Resource List			
EVALUATION	FOCUS	Desirability	Feasibility	Appropriateness and Completeness	Usability and Effectiveness	Thoroughness and Comprehensibility

FORMATIVE EVALUATION

SUMMATIVE EVALUATION

own assessment of their needs.

The findings presented in the following sections attempt to answer three major sets of questions related to the desirability, appropriateness, and effectiveness of the program under study.

First, what do faculty say about their work, the problems they may be experiencing, and their professional development needs?

Second, does the current program meet the expressed needs of faculty and how do faculty feel about its current organization?

And third, what do faculty think they have gotten out of their involvement in the program?

III. Findings

The faculty responses to the survey instruments administered at the 24 colleges and universities are presented below. These responses have been collected into tables which highlight those questions which we feel to be most significant. (Not all data are tabulated for this report.) Some presentations highlight the similarities and differences across categories of institutions -- community/junior colleges, more and less selective liberal arts colleges, regional universities, and research universities. (See Figure B again for classification and abbreviations.) Other tables focus on a set of factors within a college or university context.

The tables are essentially self-explanatory. Therefore, comments are restricted to those items we feel are particularly noteworthy or where the responses of one group of faculty vary significantly from their colleagues at other institutions. The survey instruments are in the Appendix.

The Importance of Teaching

As Table 1 clearly demonstrates, faculty value very highly their teaching role, irrespective of institutional type. Faculty in two-year colleges are more emphatic than those in research universities. When the "agree with reservations" and "strongly agree" are combined and when the "considerable" and "great" are aggregated, the importance of teaching attains as high as 99 percent.

Also to be noted in Table 1 is that faculty, and that means <u>all</u> faculty, believe they value teaching more highly than do their colleagues. (Note the right-hand columns for the bottom two items.)

About 90 percent of the faculty judge themselves above average or

TABLE 1. IMPORTANCE OF TEACHING (IN PERCENTS)

	Institutional Type	(N)	SD Strongly Disagree	D Disagree with Reservations	A Agree with Reservations	SA Strongly Agree
Teaching is the most important part of the academic role.	CC	(277)	1	2	29	68
	LAC-A	(113)	3	3	38	57
	LAC-B	(201)	<1	7	34	59
	U-A	(238)	3	6	37	54
	U-B	(213)	4	14	46	37
Teaching is the most rewarding aspect of my professional life.	CC	(291)	<1	6	40	54
	LAC-A	(72)	1	6	28	65
	LAC-B	(222)	2	8	43	47
	U-A	(185)	3	12	44	41
	U-B	(286)	4	18	51	27
			Little	Moderate	Considerate	Great
Faculty members vary with respect to the importance they attach to teaching. Indicate the degree of importance you attach to teaching.	CC	(285)	0	1	14	85
	LAC-A	(70)	0	1	13	86
	LAC-B	(215)	<1	2	18	80
	U-A	(176)	0	2	19	80
	U-B	(269)	<1	5	23	71
How much importance do you think your departmental colleagues attach to their teaching?	CC	(296)	0	9	47	45
	LAC-A	(74)	1	5	31	62
	LAC-B	(224)	<1	6	41	52
	U-A	(184)	<1	13	54	33
	U-B	(288)	3	24	48	25

superior teachers, again irrespective of institutional type or level. (See Table 2.) They are not fully confident that students will judge them to be as talented as they believe they are but then, one supposes, students really are not qualified to recognize outstanding pedagogy when they see it. (In another question, 90 percent believe they are getting better each year.)

Before taking these impossible statistical outcomes as prima facie evidence that faculty have a seriously distorted self-image and grossly overrate the quality of their teaching, a recent study at the University of Michigan (Ericksen, 1978) the type of institution where undergraduate instruction is claimed to be the very worst, found 90 percent of the faculty rated in the upper two categories by students, a result almost identical to the one presented here. Moreover, Gaff found that 99 percent of the faculty scored themselves as above average. This was true for both participants and non-participants in faculty development programs. And Baldwin's (1979) study of liberal arts college faculty uncovered similar corroborating evidence. Teaching is not a faculty problem, for themselves.

Their colleagues, however, are not quite as good. That is what faculty think. Furthermore, faculty believe that students will document their assertion. I do not need help, but my peers do.

Table 3 shows how faculty reach the judgments they do with respect to how good they are as pedagogues. Here the data are presented within contextual settings.

The patterns differ slightly in each setting but in the main it is self-assessment and the performance of their students that they base their self-ratings on. Informed student opinion is taken into consideration but they value colleague feedback much less so and administrative response the least of all. In fact, research university faculty essentially find it valueless.

TABLE 2. THE QUALITY OF TEACHING

	Institutional type	Poor	Acceptable	Average	Above Average	Superior
How would you rate your teaching?	CC	0	1	7	72	20
	LAC-A	0	1	9	61	30
	LAC-B	<1	1	10	64	24
	U-A	0	0	11	62	27
	U-B	0	3	14	58	25
How do you think students would rate your teaching?	CC	0	2	12	69	17
	LAC-A	0	3	13	56	29
	LAC-B	<1	1	18	58	22
	U-A	0	2	18	61	19
	U-B	0	4	18	58	20
How would you rate the teaching of the majority of the members of your department (academic unit)?	CC	0	2	24	66	8
	LAC-A	1	1	16	67	14
	LAC-B	2	4	25	62	8
	U-A	<1	5	28	62	4
	U-B	2	7	38	48	4
How do you think students would rate the teaching of a majority of the members of your department?	CC	<1	2	33	57	7
	LAC-A	0	4	19	64	13
	LAC-B	2	4	25	62	8
	U-A	1	8	31	58	2
	U-B	2	10	35	49	5

TABLE 3. SOURCES FOR EVALUATING TEACHING RESPONSES

RESPONSES BY INSTITUTIONAL TYPE TO THE QUESTION:
"IN ASSESSING YOUR CLASSROOM PERFORMANCE,
HOW VALUABLE DO YOU FIND THE FOLLOWING SOURCES OF INFORMATION?"

	Value Level			
	Little	Moder-ate	Consid-erable	Great
CC (N = 291)				
Systematic student ratings	11	33	39	17
Informal student opinion	1	21	49	30
Self-assessment	2	16	50	33
Colleague feedback	9	27	48	17
Administrator feedback	18	39	33	11
Achievement reflected in student tests and papers	2	18	48	33
LAC-I (N = 71)				
Systematic student ratings	16	17	50	19
Informal student opinion	4	23	49	24
Self-assessment	1	11	49	38
Colleague feedback	7	34	34	25
Administrator feedback	26	34	31	9
Achievement reflected in student tests and papers	3	11	46	40
LAC-II (N = 275)				
Systematic student ratings	15	36	37	13
Informal student opinion	4	29	45	22
Self-assessment	2	12	48	39
Colleague feedback	15	32	39	15
Administrator feedback	44	34	19	3
Achievement reflected in student tests and papers	2	15	45	37

Table 3. Continued

	Value Level			
	Little	Moderate	Considerable	Great
U-A (N = 71)				
Systematic student ratings	14	41	31	14
Informal student opinion	7	25	48	21
Self-assessment	2	10	47	41
Colleague feedback	14	34	34	18
Administrator feedback	40	27	22	10
Achievement reflected in student tests and papers	3	12	52	33
U-B (N = 288)				
Systematic student ratings	17	42	27	14
Informal student opinion	6	25	45	23
Self-assessment	2	13	49	35
Colleague feedback	22	35	31	11
Administrator feedback	52	31	15	1
Achievement reflected in student tests and papers	6	15	45	35

In short, faculty apparently have a highly internal set of criteria for judging their classroom performance, one which is supported by their personal experience with students but is relatively free from colleagues' and supervisors' opinions.

The Elements of Superior Teaching

Table 4 provides another perspective on how faculty view their teaching role. Within each institutional setting faculty overwhelmingly assert the importance of knowing their discipline. This item receives two to three times as many "great importance" votes as any other element. Having appropriate facilities is not all that important but it apparently is difficult to be a superior instructor without qualified and motivated students, as well as an effective personality.

There are some differences across institutional types and levels. For example, research university faculty attach an appreciably higher importance to being actively engaged in scholarship as an essential ingredient of the superior professor than do either regional university or selective liberal arts college faculty. The latter, in turn, give a higher importance level to research activity as a necessity for being an outstanding teacher than do less selective liberal arts college and two-year college faculty.

On the other hand, community college faculty award higher importance to special teacher training and to teaching strategies used than do university faculty.

What emerges, then, is a picture of the academic as expert. The professor's task is to transmit knowledge and skill to able people who agree with her or his goals. The data do not describe faculty who would champion interdisciplinary courses (where they would have to teach that which they are not a master of). The data do not paint pictures of academics concerned

TABLE 4. THE ELEMENTS OF SUPERIOR TEACHING

RESPONSE BY INSTITUTIONAL TYPE TO THE INSTRUCTION:
"INDICATE THE IMPORTANCE OF THE FOLLOWING IN
ACCOUNTING FOR SUPERIOR TEACHING."

	Importance Level			
	Little	Moderate	Considerable	Great
CC (N = 300)				
Knowledge of the subject matter	0	<1	21	78
Instructor's personality	<1	15	44	41
Methods/techniques used	1	12	50	37
Specified training for teaching	15	31	34	19
Qualified and motivated students	2	23	52	23
Appropriate physical facilities	5	37	41	16
Active in research/scholarship	33	44	18	5
LAC-A (N = 76)				
Knowledge of the subject matter	0	1	24	75
Instructor's personality	0	12	49	39
Methods/techniques used	1	17	35	47
pecified training for teaching	16	27	32	25
Qualified and motivated students	3	23	45	30
Appropriate physical facilities	3	45	37	15
Active in research/scholarship	20	37	31	12
LAC-B (N = 225)				
Knowledge of the subject matter	<1	1	24	74
Instructor's personality	<1	13	48	38
Methods/techniques used	3	15	52	31
Specified training for teaching	31	40	23	7
Qualified and motivated students	1	23	42	34
Appropriate physical facilities	9	40	42	9
Active in research/scholarship	13	31	37	20

Table 4. Continued

	Importance Level			
	Little	Moder-erate	Consid-erable	Great
U-A (N = 187)				
Knowledge of the subject matter	0	2	24	74
Instructor's personality	1	16	51	31
Methods/techniques used	4	13	50	32
Specified training for teaching	27	36	25	12
Qualified and motivated students	2	20	44	34
Appropriate physical facilities	7	39	43	12
Active in research/scholarship	14	34	34	19
U-B (N = 292)				
Knowledge of the subject matter	<1	2	22	75
Instructor's personality	2	21	50	27
Methods/techniques used	4	26	48	22
Specified training for teaching	28	45	19	8
Qualified and motivated students	3	16	51	30
Appropriate physical facilities	11	42	38	9
Active in research/scholarship	6	31	34	29

about student growth and development. Nor do the data depict professors who see their instructional role as one of helping students learn how to learn. Rather, these are people who have the truth and who feel their task is to spread the gospel.

Methods of Instruction

The developing portrait is brought into sharper focus by the faculty reports on how they teach. Asked to describe the first undergraduate class they meet each week provided a wide assortment of courses and avoided a bias in their selecting their favorite or typical teaching style. This questionnaire technique also gave classes of all sizes and at a mix of different student levels (first through senior year).

As Table 5 shows, however, there are only minor differences across institutional settings. Give a faculty almost any kind of a class in any subject, large or small, upper or lower division, and they will lecture.

Institutional Rewards and Pressures

Thus far the data have focused on intrinsic factors affecting faculty behavior and desires. Before turning to how faculty who participated in faculty development programs judged the success of these efforts to achieve their goals, let us examine how faculty perceive their institution's performance expectations, that is, what they see the extrinsic rewards and pressures to be.

Faculty rated the extent to which their college or university rewards eleven specific activities which fall under the general rubrics of teaching, research, and service. For the most part the responses were what one would expect. Public service was on the bottom with committee work and advising students not far behind irrespective of type or level of institution. Cur-

TABLE 5. METHODS OF INSTRUCTION

Institutional type	Lecture	Discussion	Recitation	Lab/Shop	Applied (Music)	Individualized
Principal Method*						
CC	76	7	1	7	4	1
LAC-A	80	9	2	3	2	3
LAC-B	73	12	1	5	4	1
U-A	78	4	0	6	6	1
U-B	83	8	1	3	3	1
Second Method*						
CC	6	47	0	31	8	0
LAC-A	4	66	2	13	0	0
LAC-B	8	57	2	22	3	1
U-A	4	58	2	26	8	2
U-B	7	47	5	34	3	1

*Principal method is the primary mode of instruction; second method is the secondary mode.

riculum revision is rewarded moderately in community colleges and in the less selective liberal arts colleges but not in the other three groups. Classroom teaching and innovative teaching are recognized to a great extent in community and in liberal arts colleges, but not in universities. On the other hand, faculty report research publication and grant getting are highly rewarded in universities but appreciably less so in the other three college groups.

The more interesting findings appear when faculty expressed their opinions on the degree to which their institution's reward structure has changed over the past five years on a number of these role behaviors. (See Table 6.) While the most frequent response is the "same," "increased emphasis" outdistances "decreased emphasis" by a factor of five or more and in some instances is greater than "no change." If administrators are transmitting the message that obtaining a grant will be rewarded, faculty have received it -- in two-year colleges as well as in research universities.

Another important inference to be drawn from these data is the increased pressures faculty must be feeling in their fundamental roles of teaching and scholarship.

The Participant Population

As in most studies of faculty participants and non-participants in the adoption and implementation of innovations (see Rogers and Shoemaker, 1971, for example), these two groups differ little from each other on most demographic characteristics. They come from all ranks, with participants being a shade younger. Both the tenured and the non-tenured participate, although those who have been at the institution a shorter time do so in a somewhat greater ratio. That women are more likely to have engaged in faculty development activities than men is a novel and unexplained finding. They most likely

TABLE 6. CHANGES IN CU REWARD STRUCTURE
IN THE PAST FIVE YEARS
(IN PERCENTS)

		CU Emphasis			
		Less	Same	More	Don't Know
CC	Classroom teaching	6	55	17	23
	Innovative teaching	9	45	26	20
	Curriculum revision	7	39	33	21
	Research & publication	7	63	7	24
	Obtaining grants	2	33	39	25
LAC-A	Classroom teaching	4	32	33	32
	Innovative teaching	1	30	40	29
	Curriculum revision	2	33	37	28
	Research & publication	7	48	15	30
	Obtaining grants	1	35	32	32
LAC-B	Classroom teaching	6	50	20	24
	Innovative teaching	4	42	32	23
	Curriculum revision	4	42	32	23
	Research & publication	5	41	32	22
	Obtaining grants	3	33	40	25
U-A	Classroom teaching	18	39	17	27
	Innovative teaching	18	34	31	27
	Curriculum revision	5	39	30	25
	Research & publication	4	23	49	24
	Obtaining grants	2	18	54	26
U-B	Classroom teaching	14	44	23	19
	Innovative teaching	6	50	22	22
	Curriculum revision	4	48	26	22
	Research & publication	3	32	47	18
	Obtaining grants	2	33	42	24

are the younger academics in addition to being newer at the institution. Hence their overrepresentation may be a consequence of these two factors and not related to gender. In the main, though, participants are a representative segment of the faculty. (See Table 7.)

Program Effectiveness

Table 8 displays the six most frequently mentioned program types faculty participated in. On-campus workshops are far ahead of all the others in frequency. However, they receive the lowest grades. Leaves (sabbaticals, for example) earn the highest mark. The (N) here is small, however, and this result must be taken with some caution.

From the array of benefits shown in Table 9, faculty say they have gained information about teaching resources, have increased their awareness of their teaching practices and the assumptions underlying these, have acquired knowledge about alternative instructional procedures, and have been motivated and stimulated towards excellence in teaching. These were goals for faculty development programs and they appear to have been successfully achieved.

On the other end of the spectrum, matters relating to students -- better understanding and better relationships -- rank at or near the bottom and are never mentioned by half the faculty. This critical instructional development goal has not been well achieved by these various programs.

It is also interesting to note that what was no doubt an unintended program outcome received some of the highest rankings. Through their program's activities faculty increased interactions with their peers. They judged this discovery of colleagues to be a very strong benefit.

Finally, what is perhaps the most striking outcome of all is the

TABLE 7. DEMOGRAPHICS OF PARTICIPANTS AND NON-PARTICIPANTS (IN PERCENTS)

		Participants	Non-Participants
Age	30	10	13
	31-40	38	31
	41-50	28	31
	51	24	25
	Mean	42.5	42.7
Sex	Female	34	23
	Male	66	77
Rank	Instructor	19	19
	Assistant Professor	24	21
	Associate Professor	25	23
	Professor	23	30
Tenure	Yes	56	60
	No	44	40
If not tenured, in a tenure track position	Yes	48	55
	No	52	46
Highest degree	Ph.D.	43.6	51.1
	Ed.D.	5.5	7.2
	Professional	1.9	1.4
	Masters	38.7	30.3
Years on the job	4	35	28
	5-9	24	25
	10-14	22	23
	15	19	25

TABLE 8. PROGRAM EFFECTIVENESS

Reponses (in percent) to the following question regarding their principal contact with their institution's program; "How productive was your involvement in the program relative the time you spent in it?"

Program Type	(N)	Productivity Level: Not at all	Partial	Moderate	High	Very High
On Campus Workshops	312	10	13	41	23	14
OffCampus Workshops	25	0	12	35	19	35
Consultations	56	5	7	18	48	21
Leaves	12	0	0	17	25	58
Grants	60	0	10	13	27	40
Taking a Course/ Attending Seminar	11	0	9	32	0	9

TABLE 9. BENEFITS OF PARTICIPATION RANKS* (IN PERCENTS)

	Workshops on Campus	Grants	Consultations	Conferences off Campus	Leaves & Sabbaticals	Courses & Seminars
New perspectives on teaching and learning in general	3.5 (42)	9 (47)	3 (64)	5 (48)	4.5 (67)	10 (36)
Greater awareness of your own teaching assumptions and practices	4 (49)	8 (50)	1 (74)	4 (52)	8.5 (58)	2 (54)
Knowledge about alternative instruction procedures	6.5 (43)	7 (54)	5 (56)	6.5 (48)	12 (42)	13 (27)
Skill in using new instructional procedures	12 (27)	14 (36)	8.5 (41)	15 (32)	14 (33)	3 (54)
Support or confirmation of your previous ideas and practices	2 (57)	3 (60)	2 (67)	2 (56)	4.5 (67)	5 (45)
Contact with interesting people from other parts of the institution	1 (65)	2 (60)	6 (50)	1 (60)	10 (50)	1 (64)
Information about other resources, people, and materials for use in your teaching	5 (48)	6 (56)	11 (38)	3 (54)	2.5 (75)	6 (45)
Greater support from the institution for your teaching	14 (24)	12 (40)	14.5 (20)	12 (36)	6.5 (58)	14 (27)
A broader understanding of faculty development	10 (41)	11 (41)	10 (40)	11 (40)	11 (50)	15 (18)
Personal growth or renewal	8.5 (42)	5 (58)	8.5 (41)	6.5 (48)	2.5 (75)	12 (27)
Increasing motivation or stimulation for teaching excellence	3 (53)	1 (66)	4 (61)	9 (48)	1 (83)	4 (50)
Better understanding of students	11 (34)	15 (34)	7 (43)	13.5 (12)	13 (42)	11 (30)
Better relationships with students	13 (26)	13 (39)	13 (30)	13.5 (12)	15 (18)	8 (40)
Better relationships with colleagues	6.5 (43)	10 (43)	12 (35)	9 (48)	8.5 (58)	8 (40)
Increased scholarly activity	15 (20)	4 (58)	14.5 (20)	9 (48)	6.5 (58)	8 (40)

*Rankings determined by combining responses labeled "much" and "great deal" (of benefit), the top two of a four point scale.

statement which received the highest average ranking of the fifteen, namely, support or confirmation of the faculty member's previous ideas and practices. It is not immediately obvious what interpretation should be given to this result. One possibility is that faculty have learned little new but rather now have evidence to support what they have always believed and practiced. But this inference is not consistent with other benefits faculty say they have had from participation. A second interpretation would find this outcome to be but one more dimension of the faculty psyche which views themselves as able pedagogues.

In any event, having seen what faculty say they have gained from participation in these programs, the next (and last) step is to see what faculty needs are and what pressures they feel so that some overall assessments can be made about the appropriateness of current faculty development programs.

Faculty Professional Development Needs

Improving teaching in the classroom remains the faculty's number one desire (see Table 10), this even though they already rate themselves as above average teachers. This need is stronger in the colleges (over 70 percent) than in the more complex institutions, especially in the research universities (49 percent). In these settings the demands on faculty are more diverse, as was seen earlier. The desire is to improve classroom teaching in general, however, more than it is to work on specific pedagogical techniques.

In the research area, manuscript preparation and publication received the highest average rankings, except in the two-year colleges. It is a strikingly high priority item for liberal arts college faculty where the past practice in these institutions has not emphasized traditional scholarship.

TABLE 10. PROFESSIONAL DEVELOPMENT DESIRES: RANKS* (PERCENTS)
RESPONSES TO THE QUESTION: "CONCERNING YOUR PROFESSIONAL GROWTH, TO WHAT EXTENT DO YOU DESIRE TO IMPROVE OR ENHANCE YOUR SKILLS AND KNOWLEDGE IN EACH OF THE FOLLOWING?"

Skill/Knowledge	Institution Type and Level				
Teaching	**CC**	**LAC-A**	**LAC-B**	**U-A**	**U-B**
Teaching in the classroom	1 (73)	1 (72)	1 (76)	1 (65)	1 (49)
Constructing examinations	2.5 (50)	7 (36)	6.5 (35)	9 (34)	7.5 (29)
Using audio-visual equipment	8 (35)	11 (26)	11 (22)	11 (21)	11 (17)
Writing instructional objectives	12 (27)	12 (22)	12 (15)	12 (20)	12 (12)
Revising courses	4 (46)	3 (47)	3 (52)	7.5 (35)	9 (28)
Research					
Computer use	9 (32)	6 (43)	4 (47)	4 (42)	4 (37)
Proposal writing (for funding)	10.5 (28)	10 (33)	6.5 (35)	3 (43)	3 (40)
Manuscript preparation and publication	10.5 (28)	4 (46)	5 (44)	2 (48)	2 (46)
Service					
Improving consulting skills	6 (40)	8 (35)	8 (33)	5.5 (38)	7.5 (29)
Personal					
Interpersonal skills	2.5 (50)	2 (50)	2 (53)	5.5 (38)	5 (33)
Career options	7 (37)	9 (34)	9 (29)	10 (29)	10 (25)
Health	5 (44)	5 (44)	10 (27)	7.5 (35)	6 (31)

*Rankings determined by combining responses labeled "a very great deal" and "a lot," the top two of a five point scale.

The desire to improve interpersonal skills received the second highest average percentage. What factors led to this response are not known.

Some Pressures and Strains on Faculty

Another way of seeing how well the fit is between professional development programs and faculty needs is to examine the relationship between how faculty spend their time, how they prefer to allocate their efforts, and what they believe their institution expects. Table 11 contains these data for the three faculty roles by college and university type and level. There are few differences across institutional categories in the service area. As far as teaching is concerned, university faculty teach less than their colleagues at other institutions (although it is still their principal activity) and spend more time on scholarship, especially in research universities.

Sources of strain can be observed, however, when actual and preferred time expenditures are contrasted. The agreement between the percentage of the work load allocated to teaching and the institution's expectation is high. However, faculty would prefer to teach less, from 5-7 percent less. A similar preference is expressed by faculty for reduction in the amount of time spent in the service role, but not by the institution. It expects more.

Arithmetically, then, the increases have to appear in the scholarly role, and they do. All institutions expect more time to be given to scholarship than faculty now give. Furthermore, faculty want to give more effort to this activity, even more than the institution expects. In the research area the differences between actual and preferred range from 8 to 13 percent. In fact, two-year college faculty would prefer to give more time to scholarship than regional university faculty currently are, a 28

TABLE 11. TIME ALLOCATIONS: ACTUAL, PREFERRED, & EXPECTED (MEAN PERCENTS)*

Role		Institution Type & Level				
		CC	LAC-A	LAC-B	U-A	U-B
Teaching	Actual	65	61	65	59	50
	Preferred	60	55	58	54	43
	CU's Expectation	65	61	63	59	48
Scholarship	Actual	15	14	16	18	29
	Preferred	23	26	29	29	42
	CU's Expectation	16	19	23	25	37
Service	Actual	22	29	21	25	26
	Preferred	19	24	16	20	20
	CU's Expectation	26	34	23	28	25
Totals	Actual	102	104	102	102	105
	Preferred	102	105	103	103	105
	CU's Expectation	107	104	109	112	110

*Percents total more than 100%. Uncorrected faculty responses were used.

percent increase over their current effort.

Pressure in the research role was seen earlier when faculty reported how institutions reward grant-getting. It is seen here in "expected" versus "actual" times. The former always total more. In fact, in regional universities they reach 112 percent.

Responses to other questions in our survey support this contention regarding job-felt pressures. While only about one-third of the two-year faculty agreed or strongly agreed with the statement that "to be a vital teacher one must be actively engaged in research," the percentages for four-year and university faculty ranged from one-half to three-quarters. The same general results were found for the assertions that "the academic role includes an obligation to do research" and "the greatest satisfaction for academicians is making a contribution to their field of knowledge."

Since it is only a fraction of the academic profession who do publish, such a high level of desire suggests an appreciable gap between actual and desired job performance. Faculty want both to satisfy personal creative desires and institutional expectations in the research domain.

IV. Conclusions

While faculty development programs merit accolades, it may well be that their tendency to concentrate on the faculty member's instructional role has been overemphasized or even possibly misdirected. Faculty relegate to myth the idea that there is an epidemic of poor teaching in higher education. And, although faculty committees may vote for instructional improvement programs, it is probably not, as has been seen, because they feel <u>they</u> need one but because they believe <u>their colleagues do</u>, who, of course, do not share this assessment.

This should not be taken to mean that faculty are not concerned about their teaching. They most certainly are. The continuing development of classroom teaching skills was reported as their principal professional development concern by faculty at all institutional levels. But, from the perspective of professional growth needs, this concern is related less to matters of pedagogy than to the need for keeping abreast of one's discipline -- the dimension faculty believed to be the single most important ingredient of superior teaching. It is probably for this reason that programs which had as their major component either leaves or grants were perceived by the faculty to be most beneficial.

As to the question of which type of program offers the greatest payoff, much depends on the outcomes one is seeking. (See Table 9.) For example, workshops appear to be most helpful in stimulating awareness about the importance of teaching and simply offering faculty opportunity for interaction. Grant programs, on the other hand, have an inherent and attractive flexibility (note that in addition to stimulating teaching excellence "increased scholarly activities," and "personal growth and development" were reported as major benefits of this type of activity. However, if one sets out to really challenge faculty assumptions

about teaching and to present alternative approaches to instruction, faculty rate consultation with colleagues or experts as far superior. The diagnostic value of consultations (greater awareness of one's teaching assumptions and practices) is clearly appreciated by faculty.

Let us turn now to perhaps the most important question, that is the place of instructional development within the larger context of professional development for faculty. As noted earlier, faculty development experts tend to equate faculty development with enhancing faculty instructional skills to the exclusion both of content specialization and attention to other aspects of the faculty role. It is here that faculty most profoundly disagree. Faculty perceive their professional development needs to be far broader than those accommodated by most faculty development programs. For example, concern for increasing one's skill in the area of research and scholarship seems to be particularly acute at this time. This probably reflects both a natural desire on the part of faculty to broaden their professional lives as well as a realistic response to changing pressures within their institutional reward structures.

From the perspective of faculty, then, it is these other professional development needs -- as well as some personal ones -- which faculty development programs need to focus on more.

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APPENDICES

FACULTY DEVELOPMENT GOALS

Suppose your institution were about to launch a new faculty development program (or alter an existing one). What goals would have the highest priority for the majority of the faculty (or modal or typical professor) on your campus?

Please answer this question by placing the appropriate number in the space provided just before each of the 40 goal statements listed below.

This goal is:

5 = of highest importance
4 = very important
3 = of more than average importance
2 = important
1 = not all that important

_____ 1. To increase faculty responsiveness to student needs by the adaptation of their courses, through, for example, pacing, timing, course design, style of teaching, and selection of content to the interests, abilities, and backgrounds of students.

_____ 2. To increase student satisfaction in learning.

_____ 3. To generate research on faculty development.

_____ 4. To increase academic innovation.

_____ 5. To increase administrators' knowledge of the needs, resources, barriers to, and strategies for teaching improvement.

_____ 6. To increase a faculty member's command of his/her discipline.

_____ 7. To facilitate a faculty member's ability to participate in institutional decision-making.

_____ 8. To help faculty retrain for assuming teaching responsibilities in new areas.

_____ 9. To increase faculty awareness of the diverse needs of students who differ in background, ability, interests, motivations, and values.

_____ 10. To increase the faculty's knowledge about the teaching-learning process.

_____ 11. To create a climate in which the attainment of effective teaching is an ongoing concern.

_____ 12. To reduce student attrition.

_____ 13. To acquaint faculty with the distinct mission and objectives of their institution.

_____ 14. To encourage faculty to examine their central values and beliefs concerning education.

____ 15. To advance college teaching to the stage of a profession, comparable to that of research (to encourage rewarding of teaching).

16. To enhance faculty's personal growth and self-actualization.

____ 17. To initiate a periodic review of the performance of all faculty members.

____ 18. To improve faculty academic advising skills.

____ 19. To increase faculty interpersonal skills, their ability to relate well to students and colleagues, their ability to work effectively in groups.

____ 20. To increase faculty productivity.

____ 21. To increase self-confidence and lessen teacher anxiety.

____ 22. To enhance the institutions image as a place concerned about student learning.

____ 23. To improve the faculty's ability to evaluate student performance (testing, project evaluation, assessment of learning experience, etc.).

24. To increase student motivation to learn.

____ 25. To increase the faculty's repertoire of teaching methods, through exposure to a variety of approaches to instruction, for example, lecture, discussion, computer assisted, programmed-learning, PSI team-teaching, technology-assisted, independent study, tutorials, interdisciplinary, module-learning, simulation/gaming, contract-learning, and field experience.

____ 26. To improve the faculty's ability to plan and develop courses of instruction designed to facilitate the achievement of clearly articulated objectives.

____ 27. To help students become aware of processes by which they learn.

____ 28. To stimulate and assist academic departments to devote their own resources towards evaluation, planning, and improvement of the undergraduate's education.

____ 29. To acquaint faculty with current issues and trends in higher education.

____ 30. To increase interpersonal contact and a sense of community among faculty, students and administrators.

____ 31. To improve faculty professional consulting skills.

____ 32. To instill a sense of importance about teaching and a sense of personal and professional worth about teaching.

____ 33. To maximize the use of available teaching-learning resources.

____ 34. To increase faculty satisfaction in teaching.

____ 35. To improve faculty research and scholarship skills.

____ 36. To renew faculty interest in teaching.

____ 37. To increase student learning, retention of learning, achievement of goals, and acquisition of a range of cognitive, affective and psychomotor skills.

____ 38. To increase the faculty's skills in instruction, for example, communication, use of technology, organization, presentation, questioning, and facilitation of student learning.

____ 39. Other (write in) _____

_____

* * * * * * * * * * * * * *

THE UNIVERSITY OF MICHIGAN
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Dear Colleague:

This is the second phase of an evaluation project that we are conducting for the Fund for the Improvement of Postsecondary Education (FIPSE). This past winter we were on 24 campuses, including yours. At that time we began an evaluation of your professional development program, interviewed faculty and staff, and prepared a case description. Now we are returning to get systematic information.

In addition to assisting the evaluation project, completing these questionnaires will have a direct impact upon your institution. We will be reporting back the data we receive. You and your institution will learn about what faculty desires and goals are, how faculty are spending their time, the kind of support they want and believe they receive in the performance of their responsibilities, etc. Our report will be sent to your library in February, 1980, and be available to you.

The term "professional development" is used in a generic sense. On some campuses it is called "faculty development," on others "personal development" or "instructional development." There may be more than one such program at your institution. Since our instruments are being used across the country for a variety of activities, they speak only about a "program" without specifying it. We want you to respond to the <u>one</u> particular program that is briefly described on the bottom of this letter.*

We have four different questionnaires and a personal information sheet. You (and everyone who fell into our sample) will have either two or three questionnaires in this envelope. We need each completed instrument back from you. The longest questionnaire takes about twenty minutes. We believe you will find them interesting to answer.

You are assured that we will treat your responses in complete confidence. Our study has been cleared by the U.S. Department of Health, Education, and Welfare, as well as by the Human Subjects Review Committee of the University of Michigan. Individual questionnaires will be available to no one on your campus. Individuals will never be able to be identified in any of our reports.

We appreciate the time you have given.

Cordially yours,

Alice Boberg
Research Associate

Glenn Pellino
Research Associate

Professor Robert T. Blackburn
Project Director

RTB/jd

P.S. Our liaison person on your campus is
should you have any questions.

I.D. #

CENTER FOR THE STUDY OF HIGHER EDUCATION
THE UNIVERSITY OF MICHIGAN
HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

FACULTY ROLES AND CAREERS

Introduction:

Our reports will deal with group relationships only. Under no circumstances will we report the responses of an individual nor will it ever be possible to identify any individual's response.

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Instructions:

Please answer the questions by circling the appropriate responses or by filling in the blanks.

The questionnaires are to be returned in the enclosed envelope.

The following questions deal with dimensions of the faculty role as they are customarily delineated -- teaching, scholarship and service. Unless otherwise specified these terms will be broadly defined. Teaching includes, in addition to classroom behavior, such activities as preparation for class, constructing and grading examinations and papers, and assisting students out-of-class. Scholarship refers to such forms of creative work as conducting research, writing for publication, creating new courses and/or curricula, and integrating the scholarship of others. Service is principally committee and governance activities, but also includes consulting (with or without remuneration), and using ones expertise to assist civic organizations.

A. Distribution of Time:

In a typical work week (a) what percentage of your time do you give to each aspect of the faculty role? (b) How would you prefer to distribute your time? (c) What do you perceive to be your organization's expectation? (Your department, division, school, college...whatever the unit is that most directly affects your time commitment.) Fill in the blanks below:

	(a) Actual	(b) Preferred	(c) Organization's Expectation
Time given to:			
Teaching	_____	_____	_____
Scholarship	_____	_____	_____
Service	_____	_____	_____
Total	100%	100%	100%

B. Academic Interests and Values:

Below are some statements faculty have made with regard to teaching, scholarship, and related matters. Indicate your attitude toward each statement by circling the appropriate number.

Strongly agree
Agree with reservation
Disagree with reservation
Strongly disagree

	SD	D	A	SA
1. Teaching is the most important part of the academic role.....	1	2	3	4
2. Part of my academic role is to question the contribution of others where I am competent to judge.....	1	2	3	4
3. I hardly ever get time to give my academic work the attention it deserves.....	1	2	3	4
4. Students should have the major role in the evaluation of courses.....	1	2	3	4
5. Student personal growth and development is more important than their acquisition of knowledge and skills....	1	2	3	4
6. There has been a widespread lowering of standards in American higher education..	1	2	3	4
7. The "peer" review system of evaluating proposals for research grants is, by and large, unfair because it favors members of the "old boy network"..	1	2	3	4
8. A small group of senior faculty members has disproportionate power in decision-making in this institution.....	1	2	3	4
9. Time spent with students in committees and organizations is more personally rewarding than time given to scholarly reading and writing.....	1	2	3	4
10. Students should be voting members of all institutional committees.....	1	2	3	4
11. Faculty members should devote part of their time to community service.....	1	2	3	4
12. This institution would be better off with fewer administrators..	1	2	3	4
13. Respect for the academic profession has declined over the past 20 years.....	1	2	3	4
14. Assisting disadvantaged students is more important than working with highly able students.....	1	2	3	4
15. To be a vital teacher one must be actively engaged in research	1	2	3	4
16. My committments to different aspects of my job are a source of considerable strain.....	1	2	3	4
17. Students today are better informed and prepared than students of the past.....	1	2	3	4
18. In my department it is very difficult to acheive tenure without publishing.....	1	2	3	4
19. Teaching effectiveness, not publishing should be the primary criterion for promotion.....	1	2	3	4
20. The academic role includes an obligation to do research.....	1	2	3	4
21. The greatest satisfaction for academicians is making a contribution to their field of knowledge.....	1	2	3	4

C. Institutional Rewards and Resources:

These questions concern the extent to which your organization rewards faculty activities and the extent to which the emphasis on each activity has changed in the past five years.
A: Indicate the extent to which your institution rewards the following; and
B: The extent to which your institution has changed the emphasis on this reward in the past five years.
(Note that for each activity there will be two responses; mark one in each column.)

	A: Very low (not at all) — Low — Moderate — High — Very High					B: Less Emphasis — No change — More Emphasis — Don't Know				
22. Classroom teaching	1	2	3	4	5	1	2	3	4	
23. Innovative teaching	1	2	3	4	5	1	2	3	4	
24. Advising students	1	2	3	4	5	1	2	3	4	
25. Interacting with students	1	2	3	4	5	1	2	3	4	
26. Curriculum revision	1	2	3	4	5	1	2	3	4	
27. Research and publication	1	2	3	4	5	1	2	3	4	
28. Course revision	1	2	3	4	5	1	2	3	4	
29. Obtaining grants	1	2	3	4	5	1	2	3	4	
30. Outside consulting	1	2	3	4	5	1	2	3	4	
31. Committee work	1	2	3	4	5	1	2	3	4	
32. Public service	1	2	3	4	5	1	2	3	4	

To facilitate the achievement of their goals various resources are needed by individuals and organizations. How do you rate your institution's resources in the following areas?

	Inadequate — Poor — Adequate — Good — Outstanding						Inadequate — Poor — Adequate — Good — Outstanding				
33. Library	1	2	3	4	5	40. Clerical assistance	1	2	3	4	5
34. Laboratories (science/art)	1	2	3	4	5	41. Student assistants (teaching, research)	1	2	3	4	5
35. Classroom space	1	2	3	4	5	42. Computers	1	2	3	4	5
36. Student quality	1	2	3	4	5	43. Financial support for research (leaves, reduced load)	1	2	3	4	5
37. Faculty quality	1	2	3	4	5						
38. Administrator quality	1	2	3	4	5	44. Financial support for teaching or course improvement	1	2	3	4	5
39. Specialists	1	2	3	4	5						

D. Professional Growth:

Concerning your professional growth, to what extent do you desire to improve or enhance your skills and knowledge in each of the following:

	A very great deal	A lot	Somewhat	A little	Not at all
Teaching					
45. Teaching in the classroom...	1	2	3	4	5
46. Constructing examinations...	1	2	3	4	5
47. Using audio-visual equipment.....	1	2	3	4	5
48. Writing instructional objectives.....	1	2	3	4	5
49. Revising courses	1	2	3	4	5
50. Advising students.....	1	2	3	4	5
Research					
51. Research design and methodology.....	1	2	3	4	5
52. Data analysis.....	1	2	3	4	5
53. Computer use.....	1	2	3	4	5
54. Proposal writing (for funding).....	1	2	3	4	5
55. Manuscript preparation and publication.....	1	2	3	4	5

	A very great deal	A lot	Somewhat	A little	Not at all
Service					
56. Improving consulting skills..	1	2	3	4	5
57. Increasing knowledge of the institution.....	1	2	3	4	5
58. Enhancing interpersonal skills.....	1	2	3	4	5
59. Exploring career options.....	1	2	3	4	5
60. Administrative ability.....	1	2	3	4	5
Personal					
61. Interpersonal skills.....	1	2	3	4	5
62. Career options.....	1	2	3	4	5
63. Health.....	1	2	3	4	5

E. Career Goals and Current Activities

Below are various goals of faculty members. Indicate (a) what importance each has for you at present and (b) the likelihood of your achieving that goal within the next five years.

	A Highest importance	Very important	Moderately important	Somewhat important	Little or no importance	B Certain or almost certain	Highly likely	Quite likely	Not likely	Highly improbable
64. To work in a congenial academic environment.....	1	2	3	4	5	.....	1	2	3	4	5
65. To enhance my personal reputation and statu	1	2	3	4	5	.....	1	2	3	4	5
66. To secure my continu d employment in higher education	1	2	3	4	5	.....	1	2	3	4	5
67. To ensure my financial security.....	1	2	3	4	5	.....	1	2	3	4	5
68. To contribute to my disciplinary field.....	1	2	3	4	5	.....	1	2	3	4	5
69. To enhance the reputation of my institution.....	1	2	3	4	5	.....	1	2	3	4	5
70. To contribute to the development of students.....	1	2	3	4	5	.....	1	2	3	4	5
71. To improve the educational process.....	1	2	3	4	5	.....	1	2	3	4	5
72. To become an administrator..	1	2	3	4	5	.....	1	2	3	4	5
73. Other _____	1	2	3	4	5	_____					

F. Professional/Career Activities

There may be differences between what you are doing and what you want to do. Below are listed some activities you might pursue to reduce this discrepancy. For each, indicate the extent of your involvement in the activity.

		Not at all	Once in awhile	Off and on	Systematically, regularly	Very actively engaged
74.	Looking for a different teaching position	1	2	3	4	5
75.	Looking for an administrative position	1	2	3	4	5
76.	Looking for a job outside of higher education	1	2	3	4	5
77.	Seeking institutional support (money) for released time	1	2	3	4	5
78.	Seeking outside funding for a project	1	2	3	4	5
79.	Sitting in on/taking courses	1	2	3	4	5
80.	Working with experts on campus (e.g., media specialist..)	1	2	3	4	5
81.	Going to professional meetings	1	2	3	4	5
82.	Attending workshops on campus	1	2	3	4	5
83.	Teaming with colleagues to address academic problems	1	2	3	4	5
84.	Serving on committees	1	2	3	4	5
85.	Working on advanced degree	1	2	3	4	5

Thank you for taking the time to complete the questionnaire. Please return in the envelope provided.

Appendix D

I.D. #

CENTER FOR THE STUDY OF HIGHER EDUCATION

THE UNIVERSITY OF MICHIGAN

HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

FACULTY ATTITUDES TOWARDS INSTRUCTION AND TEACHING PRACTICES QUESTIONNAIRE

Introduction:

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Instructions:

Please answer the questions by circling the appropriate responses or by filling in the blanks.

The questionnaires are to be returned in the enclosed envelope.

Introduction

The following questions are designed to gather information about a diversity of attitudes and activities reported by faculty about their teaching. Areas covered include such things as instructional goals, general attitudes toward teaching and teaching evaluation, as well as specific questions regarding the use of alternative teaching strategies.

A. Instructional Goals:

Please indicate by circling the appropriate number how important you feel it is for students to acquire each of the following as a part of an undergraduate education.

Of great importance
Of considerable importance
Of moderate importance
Of little importance

1. Knowledge and skills directly applicable to a career..... 1 2 3 4
2. An understanding of the subject matter of some specialized body of knowledge..... 1 2 3 4
3. A broad general outlook and familiarity with a variety of subjects..... 1 2 3 4
4. Self-knowledge and a sense of personal identity..... 1 2 3 4
5. Interest and involvement in community affairs..... 1 2 3 4
6. Preparation for assuming positions of community leadership 1 2 3 4
7. The values and methods of scholarly inquiry..... 1 2 3 4
8. A sensitivity to esthetic experiences..... 1 2 3 4
9. An appreciation of the sensual and emotional aspect of life..... 1 2 3 4
10. An understanding of the basic ills of society and a determination to work for change.. 1 2 3 4

B. Attitudes Toward Teaching:

11. Faculty members vary with respect to the importance they attach to teaching. Indicate the degree of importance you attach to teaching..... 1 2 3 4
12. How much importance do you think most of your departmental colleagues attach to their teaching..... 1 2 3 4

Faculty vary with regard to their teaching competence. Indicate the importance of the following in accounting for superior teaching:

Of great importance
Of considerable importance
Of moderate importance
Of little importance

13. Knowledge of the subject matter.. 1 2 3 4
14. Instructor's personality..... 1 2 3 4
15. Methods/techniques used..... 1 2 3 4
16. Specified training for teaching.. 1 2 3 4
17. Qualified and motivated students. 1 2 3 4
18. Appropriate physical facilities.. 1 2 3 4
19. Active engagement in research/ scholarship..... 1 2 3 4
20. Other (please write in below).... 1 2 3 4

_____

With respect to your teaching this year, please indicate your agreement with the following statements.

Strongly agree
Agree with reservations
Disagree with reservations
Strongly disagree

21. Teaching is the most rewarding aspect of my professional life.. 1 2 3 4
22. Students continue to challenge and stimulate me..... 1 2 3 4
23. My teaching performance gets progressively better..... 1 2 3 4
24. I am sure of what I want to communicate to my students..... 1 2 3 4
25. I am able to balance the demands of teaching with other professional responsibilities..... 1 2 3 4

C. Teaching Evaluation:

In assessing your classroom teaching performance, how valuable do you find the following sources of information?

	Of little value	Of moderate value	Of considerable value	Of great value
26. Systematic student ratings..	1	2	3	4
27. Informal student opinion....	1	2	3	4
28. Self-assessment.....	1	2	3	4
29. Colleague feedback.....	1	2	3	4
30. Administrator feedback.....	1	2	3	4
31. Achievement as reflected in student tests and papers....	1	2	3	4
32. Other _____	1	2	3	4

_____

Please respond to the following general assessment questions regarding teaching.

	Poor	Acceptable	Average	Above average	Superior
33. How would you rate your teaching?	1	2	3	4	5
34. How would you rate the teaching of the majority of the members of your department (academic unit)? ...	1	2	3	4	5
35. How do you think students would rate the teaching of a majority of the members of your department?	1	2	3	4	5
36. How do you think students would rate your teaching?	1	2	3	4	5

D. Teaching Practices:

The following questions are designed to provide information about the actual teaching practices used at your institution. In order to insure a range of potential classroom experiences, please choose the first undergraduate class you meet with each week. All responses should be made within the context of this one class.

Please provide the following information about the course for which you will be responding.

Descriptive Course Title:

_____ _____
(Introduction to Sociology, Studio Art, etc.)

Number of Students: _____

Typical student level: _____
(Freshman, etc.)

Class Format: _____
(Lecture, Lab, Discussion, etc.)

Indicate the extent to which you use the following in this class:

Methods of Instruction	Never use	Seldom use	Sometimes use	Often use	Always use
37. Lectures	1	2	3	4	5
38. Group discussion	1	2	3	4	5
39. Role-playing/games	1	2	3	4	5
40. Demonstrations	1	2	3	4	5
41. Individual tutorials	1	2	3	4	5
42. Instructional packages (PSI,CAI)	1	2	3	4	5
43. Other _____	1	2	3	4	5

_____

Always use
Often use
Sometimes use
Seldom use
Never use

Evaluation Practices

44. "Homework" exercises or problems.....	1	2	3	4	5
45. Written papers.....	1	2	3	4	5
46. Tests with objective type items.....	1	2	3	4	5
47. Tests with essay type items.....	1	2	3	4	5
48. Other _____	1	2	3	4	5

Out of Class Activities

49. Supplementary readings.....	1	2	3	4	5
50. Laboratory work.....	1	2	3	4	5
51. Library research.....	1	2	3	4	5
52. Field work/off-campus assignments.....	1	2	3	4	5
53. Other _____	1	2	3	4	5

Instructional Media

54. Textbooks	1	2	3	4	5
55. Visual aids (maps, graphics, etc..)...	1	2	3	4	5
56. Video tapes/TV.....	1	2	3	4	5
57. Films/slides.....	1	2	3	4	5
58. Other _____	1	2	3	4	5

Thank you for taking the time to complete this questionnaire. Please place it in the envelope and return.

Appendix E

I.D. #

CENTER FOR THE STUDY OF HIGHER EDUCATION
THE UNIVERSITY OF MICHIGAN
HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

FACULTY SCHOLARSHIP QUESTIONNAIRE

Introduction:

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Instruction:

Please answer the questions by circling the appropriate responses or by filling in the blanks.

The questionnaires are to be returned in the enclosed envelope.

Introduction:

This questionnaire deals with a broad range of creative professional activities generally grouped under the heading of faculty "scholarship." The typical treatment of this aspect of the faculty role focuses on research, that is, on the production of materials which appear for public critique. Books, monographs, musical compositions, journal articles, and professional papers are examples of the outcomes of research. This instrument asks a number of questions about this research dimension of academic scholarship.

But a faculty member's intellectual efforts also include other kinds of creative activity. Preparing a new set of lectures, writing a lab manual, staging a play, solving a college's governance problem, converting a part of a course for self-paced instruction -- these and a host of related activities can also rightfully be construed as part of the faculty scholarly role. This instrument also asks questions about how you spend time and value this aspect of the scholarly role; how it satisfies and, perhaps, frustrates you.

Little is known about these matters; therefore, please feel free to write in the margins and/or at the end any comments you wish to make.

A. Research Involvement:

1. Are you actively involved in research which you expect to lead to publication? If you are not now, have you been in the past? (Circle the appropriate response.)

   a. Am now involved.
   b. Not presently active but have been in the past.
   c. Not actively involved since graduate school.

> If you answered c, skip to question 6.

2. Would you characterize your recent research as:

   a. Pure or basic.
   b. Applied.
   c. Policy oriented.
   d. Literary or artistic.
   e. Other (please specify):

   _____

   _____

3. In most fields, academics vary between a more "quantitative," "hard," or "scientific" approach on the one hand, and a more "qualitative," "soft," or "humanistic" approach on the other. Where would you locate your principal approach on this "hard-soft" continuum?

Hard				Soft
Quantitative				Qualitative
Scientific				Humanistic
1	2	3	4	5

4. Which of these statements applies to your current major piece of research?

   a. I am essentially working alone.
   b. I am working with one or more colleagues.
   c. I am a member of a large group.

5. Are any of the following working with you on your research project? (Circle all that apply.)

   a. Student assistant(s).
   b. Full-time professional research personnel.
   c. Faculty colleague(s).
   d. Colleague(s) outside higher education.

B. Scholarship:

6. How many hours a week are you engaged in activity you consider to be of a scholarly nature? (This includes research and all other creative professional activities. Please exclude those hours spent in teaching and immediate classroom preparation.)

   a. None.
   b. 1-5 hours.
   c. 6-10 hours.
   d. 11-20 hours.
   e. More than 20 hours.

7. To what extent is the full range of your scholarly effort understood and appreciated by your colleagues

   a. Essentially not at all.
   b. Slightly.
   c. Appreciably.
   d. A great deal.

The following are a broad range of activities which might be viewed by faculty as a part of their scholarly role. Under column A, indicate the number of times you have done each activity in the last two years. Under column B, indicate the extent to which each is characteristic of what you consider to be your scholarly role. That is, how similar each activity, whether done in the last two years or not, is to those scholarly activities you have engaged in.

	A Number of times done in the last two years. None — 1-2 times — 3-4 times — 5-10 times — More than 10 times	B Characteristic of your scholarly role. Not characteristic — Somewhat characteristic — Moderately characteristic — Highly characteristic — Very highly characteristic
8.	Attended a professional meeting . . . 1 2 3 4 5	. . . . . 1 2 3 4 5
9.	Delivered a paper at a professional meeting 1 2 3 4 5	. . . . . 1 2 3 4 5
10.	Engaged in consulting off campus . . 1 2 3 4 5	. . . . . 1 2 3 4 5
11.	Delivered a colloquium open to faculty and students 1 2 3 4 5	. . . . . 1 2 3 4 5
12.	Served as a member of an accreditation team 1 2 3 4 5	. . . . . 1 2 3 4 5
13.	Delivered a talk to a local civic or religious organization 1 2 3 4 5	. . . . . 1 2 3 4 5
14.	Reviewed proposals for a funding agency 1 2 3 4 5	. . . . . 1 2 3 4 5
15.	Reviewed articles for a professional journal 1 2 3 4 5	. . . . . 1 2 3 4 5
16.	Served on an editorial board of a journal 1 2 3 4 5	. . . . . 1 2 3 4 5
17.	Did library research in revising the content of a course 1 2 3 4 5	. . . . . 1 2 3 4 5
18.	Made a presentation to colleagues about new instructional techniques . 1 2 3 4 5	. . . . . 1 2 3 4 5
19.	Developed a new set of lectures . . 1 2 3 4 5	. . . . . 1 2 3 4 5

		None	1-2 times	3-4 times	5-10 times	More than 10 times	Not characteristic	Somewhat characteristic	Moderately characteristic	Highly characteristic	Very highly characteristic
20.	Served as a guest lecturer in a colleague's class	1	2	3	4	5	1	2	3	4	5
21.	Constructed a novel examination/ testing practice	1	2	3	4	5	1	2	3	4	5
22.	Prepared a new (and extensive) syllabus for a course	1	2	3	4	5	1	2	3	4	5
23.	Played a major role in your unit's (or the college's) curriculum revision	1	2	3	4	5	1	2	3	4	5
24.	Introduced some result of your scholarship in your teaching	1	2	3	4	5	1	2	3	4	5
25.	Published an article in an academic or professional journal	1	2	3	4	5	1	2	3	4	5
26.	Performed or exhibited an artistic work	1	2	3	4	5	1	2	3	4	5
27.	Published a book review	1	2	3	4	5	1	2	3	4	5
28.	Published or edited, alone or in collaboration, a book or monograph.	1	2	3	4	5	1	2	3	4	5
29.	Submitted an article for publication in an academic or professional journal	1	2	3	4	5	1	2	3	4	5
30.	Wrote for an "in-house" newsletter or publication	1	2	3	4	5	1	2	3	4	5
31.	Engaged in writing (poetry, essays . .)	1	2	3	4	5	1	2	3	4	5
32.	Practiced a skill (musical instrument, dance, . . .)	1	2	3	4	5	1	2	3	4	5
33.	Systematized your work (classified, organized, updated bibliography..)	1	2	3	4	5	1	2	3	4	5
34.	Developed a new process for dealing with a problem	1	2	3	4	5	1	2	3	4	5
35.	Pursued an advanced degree	1	2	3	4	5	1	2	3	4	5
36.	Designed/constructed a new apparatus or piece of technical equipment	1	2	3	4	5	1	2	3	4	5
37.	Engaged in systematic study to gain new knowledge or acquire a new research technique	1	2	3	4	5	1	2	3	4	5
38.	Supervised students working on creative projects	1	2	3	4	5	1	2	3	4	5
39.	Introduced some result of your scholarship in a consultation	1	2	3	4	5	1	2	3	4	5
40.	Other scholarly activities (please describe)										
	a. _____	1	2	3	4	5	1	2	3	4	5
	b. _____	1	2	3	4	5	1	2	3	4	5
	c. _____	1	2	3	4	5	1	2	3	4	5
	d. _____	1	2	3	4	5	1	2	3	4	5

Appendix F

I.D. #

CENTER FOR THE STUDY OF HIGHER EDUCATION
THE UNIVERSITY OF MICHIGAN
HEW-FIPSE PROJECT: ASSESSING PROFESSIONAL DEVELOPMENT

PROGRAM ASSESSMENT QUESTIONNAIRE

Introduction:

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Once both of these purposes have been accomplished, the number will be removed from the questionnaire and the identifying list will be destroyed. The use of identification numbers is standard procedure in surveys of this kind. However, we know that this practice may bother a few people. If it does bother you, we would still like to have your questionnaire back rather than have you not participate. In such a case, tear off the number and go ahead and complete the instruments. You will get a follow-up questionnaire and letter from us since we will not know if you have returned completed questionnaires. In this event, if you have already responded, please ignore the second request.

Instructions:

Please answer the questions by circling the appropriate responses or by filling in the blanks.

The questionnaires are to be returned in the enclosed envelope.

Introduction:

This questionnaire is designed to be used at many colleges and universities. Hence it uses the term "program" to designate a wide variety of activities related to professional growth and/or improvement of instruction.

When completing this instrument for your institution, "program" always refers to that set of activities that were described in the cover letter to you requesting your participation.

A. General Program Assessment

1. How much do you know about the professional development (faculty, instructional . .) program at your institution?

   a. I have not heard about it before.
   b. I have a vague understanding of it.
   c. I know the essential features of it.
   d. I know it in considerable detail.

   If you have not heard of the program, stop here and return the questionnaire. Thank you for your assistance.

2. If you have heard of the program, indicate from what sources. (Circle all that apply.)

   a. I have been a participant.
   b. Faculty members who have participated in the program.
   c. Faculty members who have not participated in the program.
   d. Students.
   e. Administrators
   f. Formal communications (announcements, newsletters, etc.)
   g. Other. _____

Below are goal statements that (a) the specified professional development program may endorse to varying degrees, or (b) are goals that you believe the program should have. Using the scale below, circle the corresponding number for each goal.

	A IS a goal Of highest importance Very important Moderate importance Some importance Not important					B SHOULD be a goal Of highest importance Very important Moderate importance Some importance Not important				
3. To increase responsiveness to student needs by the adaptation of courses through for example, pacing, timing, course design, style of teaching.	1	2	3	4	5	1	2	3	4	5
4. To increase a faculty member's command of his/her discipline.	1	2	3	4	5	1	2	3	4	5
5. To facilitate a faculty member's ability to participate in institutional decision-making.	1	2	3	4	5	1	2	3	4	5
6. To help faculty retrain for assuming teaching responsibilities in new areas	1	2	3	4	5	1	2	3	4	5
7. To increase the faculty's knowledge about the teaching-learning process	1	2	3	4	5	1	2	3	4	5
8. To create a climate in which the attainment of effective teaching is an ongoing concern	1	2	3	4	5	1	2	3	4	5
9. To enhance faculty's personal growth and self-actualization.	1	2	3	4	5	1	2	3	4	5

	A IS a goal Of highest importance Very important Moderate importance Some importance Not important					B SHOULD be a goal Of highest importance Very important Moderate importance Some importance Not important				
10. To improve faculty academic advising skills	1	2	3	4	5	1	2	3	4	5
11. To increase the faculty's repertoire of teaching methods through exposure to a variety of approaches to instruction, for example, discussion, computer-assisted, module-learning, simulation/gaming	1	2	3	4	5	1	2	3	4	5
12. To improve faculty professional consulting skills	1	2	3	4	5	1	2	3	4	5
13. To increase student learning, retention of learning, achievement of goals, and acquisition of a range of cognitive, affective and psychomotor skills	1	2	3	4	5	1	2	3	4	5
14. To improve faculty research and scholarship skills	1	2	3	4	5	1	2	3	4	5

From what you know about your institution's program, indicate the potential benefit of the program for each of the following groups. Use the following scale:

Very highly beneficial
Highly beneficial
Moderately beneficial
Of some benefit
Of little or no benefit

15. Untenured faculty	1	2	3	4	5
16. First year/new faculty	1	2	3	4	5
17. Faculty with a teaching deficiency	1	2	3	4	5
18. Faculty with a concern about their teaching	1	2	3	4	5
19. Faculty wishing to explore teaching techniques	1	2	3	4	5
20. Faculty wishing to explore new career options	1	2	3	4	5
21. All faculty	1	2	3	4	5
22. Faculty with research deficiencies	1	2	3	4	5
23. Faculty with personal problems	1	2	3	4	5
24. Other (write in)_____	1	2	3	4	5

Answer the following questions about the specified professional development program at your institution.

Very high
Moderately high
Average
Moderately low
Very low
Don't know/not applicable

25. How would you judge the importance of the program	0	1	2	3	4	5
26. What reputation does the program enjoy on your campus?	0	1	2	3	4	5
27. How would you judge the cost of the program in terms of its goals and accomplishments?	0	1	2	3	4	5
28. Compared to similar programs at other colleges, how would you rate your institution's program?	0	1	2	3	4	5
29. Compared with other faculty development programs on your campus, how would you rate this program?	0	1	2	3	4	5

30. Have you been a participant in any of the activities sponsored by the program at your institution?

Yes _____ No _____

Non-participants, please respond to questions 31, 32, 33, and return the questionnaire in the envelope. Participants, skip to questions 34-56.

31. If you have not participated in the program, circle all of the following which apply to you.

a. I didn't know about the program or the activities.
b. I doubted that I could get much out of it.
c. I was not asked.
d. I was hesitant to discuss my teaching with my colleagues.
e. I was skeptical of the approaches offered.
f. It didn't deal with my needs or interests.
g. Other commitments had priority.
h. Other (please specify:

_____

32. If you have not participated in the program, do you plan to in the future?

Yes _____ No _____ Maybe _____

33. If "yes," about how frequently do you plan to participate? (On the average)

a. Once or more per week.
b. Twice a month.
c. Once a month.
d. Once a term.
e. Once a year.

NON-PARTICIPANTS STOP HERE

34. If you have participated in the program, about how frequently? (On the average)

a. Once or more per week.
b. Twice a month.
c. Once a month.
d. Once a term.
e. Once a year.

35. Do you plan to continue to participate?

Yes _____ No _____

36. If "yes," about how frequently on the average?

a. Once or more per week.
b. Twice a month.
c. Once a month.
d. Once a term.
e. Once a year.

37. List the various ways that you have participated in the program at your college (e.g., attended several workshops, received an instructional grant, consulted with a member of the staff regarding a teaching problem, received funds to attend an off-campus workshop, etc. . .).

a. _____.
b. _____.
c. _____.
d. _____.
e. _____.

38. Now circle the letter (question 37) of the response which reflects your principal contact with the program. Responses to questions 39-55 should be made in the context of this contact.

39. How productive was your involvement in the program relative to the time you spent in it?

a. Very highly productive.
b. Highly productive.
c. Moderately productive.
d. Partially productive.
e. Minimally or not at all productive.

There are a number of benefits faculty members may derive from participating in the specified program. For each of the following, please indicate how much you have benefited.

		None	Some	Much	Great deal
40.	New perspectives on teaching and learning in general	1	2	3	4
41.	Greater awareness of your own teaching assumptions and practices.	1	2	3	4
42.	Knowledge about alternative instructional procedures	1	2	3	4
43.	Skill in using new instructional procedures	1	2	3	4
44.	Support or confirmation of your previous ideas and practices . . .	1	2	3	4
45.	Contact with interesting people from other parts of the institution	1	2	3	4
46.	Information about other resources, people, and materials for use in your teaching	1	2	3	4
47.	Greater support from the institution for your teaching	1	2	3	4
48.	A broader understanding of faculty development	1	2	3	4
49.	Personal growth or renewal	1	2	3	4
50.	Increasing motivation or stimulation for teaching excellence . . .	1	2	3	4
51.	Better understanding of students	1	2	3	4
52.	Better relationships with students	1	2	3	4
53.	Better relationships with colleagues	1	2	3	4
54.	Increased scholarly activity	1	2	3	4
55.	Other (please specify _____	1	2	3	4

56. Do you have any additional comments which would assist in evaluating the program at your college?

Thank you for taking the time to complete this questionnaire. Please place it in the envelope and return.

Appendix G

University of Michigan

FIPSE Project

I.D. #_____

PERSONAL INFORMATION SHEET

Introduction:

Attitudes and behaviors about the academic career are frequently shaped and affected by earlier experiences and current status. This single sheet (on both sides) collects this kind of information about you. Please circle the proper symbols and fill in the appropriate blanks.

1. Please list (beginning with the most recent) the academic degrees which you have been awarded, the institution granting each, and the year in which each was obtained.

DEGREE	INSTITUTION	YEAR

2. How long have you spent in each of the following types of employment?

	6 years or more	2-5 years	1 year or less	Never employed in this sector
Teaching in a junior or community college	1	2	3	4
Teaching in a 4-year college	1	2	3	4
Teaching in a university	1	2	3	4
Full-time college or university administration	1	2	3	4
Teaching or administration in an elementary or secondary school	1	2	3	4
Business or industry	1	2	3	4
Skilled/semi-skilled wage worker	1	2	3	4
Executive or administrative post outside educational institutions	1	2	3	4

3. (a) In what department (division. . .) is your principal appointment?

_____

(E.g., Natural Sciences; history; medical technology)

(b) What is your area of specialization?

_____

(E.g., Welder; sociologist; pianist)

(c) How many years have you been at this institution (not counting this one)? _____

4. What is your present rank? Circle one.

1 Instructor
2 Assistant Professor
3 Associate Professor
4 Professor
5 Distinguished/Named Professorship
6 Lecturer
7 No ranks designated
8 Other

5. What kind of appointment do you now hold?

1 Regular with tenure
2 Regular without tenure
3 Yearly appointment (soft money)
4 Acting
5 Visiting
6 Other

6. If not tenured, are you in a tenure track position?

Yes _____ No _____

7. How many professional journals do you read regularly?

None 1
1-2 2
3-4 3
5-10 4
11-20 5
More than 20 . . . 6

OVER

8. How many of your professional writings have been published or accepted for publication in the last two years?

	c. Books	b. Articles	a. Other writings
			a
One	1	1	1
Two	2	2	2
Three	3	3	3
Four	4	4	4
Five	5	5	5
Six-ten	6	6	6
More than ten	7	7	7
None	8	8	8

9. What is your spouse's occupation, and what are (were) your father's and mother's principal occupations? (Mark one in each column)

	Spouse	Father	Mother
No spouse	1		
College or university teaching, research or administration	1	2	3
Elementary or secondary school teaching or administration	1	2	3
Other professional	1	2	3
Owner, large business	1	2	3
Executive or managerial in business or industry	1	2	3
Other managerial or administrative	1	2	3
Technical and semi-professional	1	2	3
Owner, small business	1	2	3
Other white collar, clerical, retail sales	1	2	3
Skilled wage worker	1	2	3
Semi- and unskilled wage worker, farm laborer	1	2	3
Armed forces	1	2	3
Homemaker	1	2	3

10. What is the highest level of formal education reached by your spouse? Your father? Your mother?

	Spouse	Father	Mother
No spouse	1		
8th grade or less	1	2	3
Some high school	1	2	3
Completed high school	1	2	3
Some college	1	2	3
Graduated from college	1	2	3
Attended graduate or professional school	1	2	3
Attained advanced degree(s)	1	2	3

11. In what religion were you raised?

1 Protestant 3 Jewish 5 None
2 Catholic 4 Other

12. What is your present religion?

1 Protestant 3 Jewish 5 None
2 Catholic 4 Other

13. Do you consider yourself

Deeply religious 1
Moderately religious. 2
Largely indifferent to religion 3
Basically opposed to religion 4

14. Your sex:

Female . . . . . 1 Male 2

15. How old are you? _____

16. What was your total family income before taxes in calendar year 1978?

Below $10,000 . . . .1 $30,000-$39,999. . . .6
$10,000-$14,999. . . .2 $40,000-$49,999. . . .7
$15,000-$19,999. . . .3 $50,000-$99,999. . . .8
$20,000-$24,999. . . .4 $100,000 and over. . .9
$25,000-$29,999. . . .5

17. In general, how do you feel about your institution?

It is a very good place for me 1
It is a fairly good place for me 2
It is not the place for me 3

OCCASIONAL PAPERS

Number	Title, Author, Date	Price
A	Decision Type, Structure, and Process Evaluation: A Contingency Model - Marvin W. Peterson, 1973.	$2.00
B	The Department: Old and New Motifs - Marvin W. Peterson, 1973.	$2.00
C	Higher Education and the Federal Government - Wilbur J. Cohen, 1973.	$2.00
D	Assessing Quality in Doctoral Programs: Criteria and Correlates of Excellence - Robert T. Blackburn and Paul E. Lingenfelter, February, 1973.	$2.00
E	The State Level Performance Assessment Process: Concepts, Perspectives, and Issues - Marvin W. Peterson, Fall, 1973.	$2.00

RESEARCH AND PROJECT REPORTS

Number	Title, Author, Date	Price
I	Educational Hierarchies and Social Differentiation: The Structural Patterns of Chicano Participation in Colleges and Universities in the Southwest, 1972-76 - Marvin W. Peterson, Project Director, and Rodolfo Garcia, May 15, 1980.	$6.00
II	Project for Faculty Development Program Evaluation: Final Report - Robert T. Blackburn, Project Director, Alice Boberg, Colman O'Connell, and Glenn Pellino, June, 1980.	$5.00
III	A Center for Helping Organizations Improve Choice in Education: Final Report of Project CHOICE - David W. Chapman and Russell H. Johnson, Joan S. Stark, Project Director, August, 1980.	$5.00
IV	Presidential Views of Higher Education's National Institutional Membership Associations: Summary Report - Joseph P. Cosand, Study Director, Gerald Gurin, Marvin W. Peterson, and Frank R. Brister, August, 1980.	$4.00

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